



Religious Education Progression Grid

Showing Knowledge and understanding			
Year R	KS1	LKS2	UKS2
<p>To recognise and name features of religions and beliefs.</p> <p>To recognise religious symbols.</p> <p>To recall features of religious, spiritual and moral stories.</p>	<p>To identify similarities in features of religions and beliefs.</p> <p>To retell religious, spiritual and moral stories.</p> <p>To identify possible meanings for stories, symbols and other forms of religious expression.</p> <p>To identify how religion and belief is being expressed in different ways.</p>	<p>To investigate and connect features of religions and beliefs.</p> <p>To make links between beliefs, stories and practices.</p> <p>To identify similarities and differences between religions and beliefs.</p> <p>To describe and suggest meanings for symbols and other forms of religious expression.</p> <p>To identify the impact of beliefs and practices on people’s lives.</p>	<p>To explore, gather, select and organise ideas about religions and beliefs.</p> <p>To investigate and describe similarities and differences within and between religions and beliefs.</p> <p>To comment on connections between questions, beliefs, values and practices, whilst drawing on key texts when appropriate.</p> <p>To suggest meanings for a range of forms of expression using appropriate vocabulary.</p> <p>To describe the impact of beliefs and practices on individuals, groups and communities (locally, nationally and globally).</p>
Expressing ideas, beliefs and Insights			
Year R	KS1	LKS2	UKS2
<p>To express their own experiences and feelings.</p> <p>To identify what is important to them and other people.</p> <p>To identify what they find interesting and puzzling in life.</p>	<p>To respond imaginatively and sensitively to questions about their own and others’ ideas, experiences and feelings.</p> <p>To ask questions about their own and others’ ideas, feelings and experiences.</p> <p>To give a reason why something might be valued by themselves or others.</p> <p>To recognise that some questions about life are difficult to answer.</p>	<p>To identify what influences and inspires them, giving an explanation behind their choices.</p> <p>To compare their own ideas and feelings about what pupils think is important.</p> <p>To make links between what they and other people think about God and about what is important in life, giving reasons for beliefs, attitudes and actions.</p> <p>To ask significant questions about beliefs and religions, comparing ideas as appropriate.</p>	<p>To investigate and describe how sources of inspiration and influence make a difference to themselves and others.</p> <p>To apply ideas and reflections to issues raised by religion and belief in the context of their own and others’ lives.</p> <p>To suggest what might happen as a result of their own and others’ attitudes and actions.</p> <p>To suggest answers to some questions raised by the study of religions and beliefs.</p>